

129

THE 1961-1965 GRADUATES OF DRAKE UNIVERSITY EVALUATE
THEIR MASTER OF SCIENCE IN EDUCATION PROGRAM

by

Thomas A. Baty, Jr.

Approved by Committee:

Stuart C. Fiedeman
Chairman

Howard W. Traylor

Earle L. Canfield
Dean of the Graduate Division

1966
B322

THE 1961-1965 GRADUATES OF DRAKE UNIVERSITY EVALUATE
THEIR MASTER OF SCIENCE IN EDUCATION PROGRAM

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Thomas A. Baty, Jr.
August 1966

233926

1622K
7

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND REVIEW OF LITERATURE	1
Introduction	1
Statement of the problem	2
Importance of the study	3
Limitations of the study	4
Procedure	4
Review of Literature	6
II. PRESENTATION OF DATA	16
III. SUMMARY AND CONCLUSIONS	55
Summary	55
Conclusions	58
BIBLIOGRAPHY	63
APPENDIXES	65

LIST OF TABLES

TABLE		PAGE
I.	Ages of 1961-1965 Graduates, Drake University Master of Science in Education Program, Indicated by 280 Questionnaire Respondents	17
II.	Sex and Age of Graduates, Drake University Master of Science in Education Program, for Each Year 1961-1965	20
III.	Graduate Major Areas of 1961-1965 Graduates, Drake University Master of Science in Education Program, Indicated by 280 Questionnaire Respondents	21
IV.	Responses of 1961-1965 Graduates, Drake University Master of Science in Education Program, to "Have You Received a Specialist in Education Degree from Drake?"	21
V.	Positions of Employment of 1961-1965 Graduates, Drake Master of Science in Education Program, Indicated by 280 Questionnaire Respondents	23
VI.	Comparison of Percentages 1961-1965 Graduates, Drake University Master of Science in Education Program, Now Employed in an Area Similar to Their Graduate Major Area	24
VII.	Undergraduate Majors and Minors of 1961-1965 Graduates, Drake University Master of Science in Education Program, Indicated by 280 Questionnaire Respondents	25
VIII.	Distribution of Yes and No Responses by Age 1961-1965 Graduates, Drake University Master of Science in Education Program, as to Preference for Course Work in Lieu of a Field Report	33
IX.	Distribution of Yes and No Responses by Graduate Major Areas of 1961-1965 Graduates, Drake University Master of Science in Education Program, as to Preference for Course Work in Lieu of a Field Report	34

X.	Rank Assigned Graduate Program Areas by 1961-1965 Graduates, Drake University Master of Science in Education Program, Indicated by 249 Questionnaire Respondents	35
XI.	Rating Assigned Graduate Program Areas by 1961-1965 Graduates, Drake University Master of Science in Education Program, Indicated by 280 Questionnaire Respondents	36
XII.	1961-1965 Graduates, Drake University Master of Science in Education Program, who gave a Response to "Would You Prefer Additional Course Work in Lieu of a Field Report?"	43

It is the responsibility of each university granting higher degrees to maintain high standards in selection of candidates and develop a high respect for academic achievement.

CHAPTER I

THE PROBLEM AND REVIEW OF LITERATURE

I. INTRODUCTION

While fewer than two hundred universities in the United States grant the Ph. D. degree, some seven hundred offer one or more master's degree programs. The 1960 edition of American Universities and Colleges lists more than 150 kinds of master's degree. There is as much variety in the requirements for a given degree such as the Master of Arts, as there is in the kinds of degree awarded. As an earned degree, it usually requires one year beyond the B.A., though in some institutions two years are required...., the Master of Arts degree may mean a fifth year of poor undergraduate work, a consolation prize for one who has failed his Ph.D. qualifying examination, a professional degree for the public school teacher, or a scholarly degree given by a university that lays stress upon the first graduate degree. Surely no other area of higher education presents so confused and inconsistent a pattern as that of the master's degree now does. It is unreliable as an index of scholarly achievement.¹

It is the responsibility of each university granting higher degrees to maintain high standards in selection of candidates and develop a high respect for scholarship through a challenging course of studies.²

This investigation, through examining the work being done by graduates who have received the degree, Master of

¹Oliver C. Carmichael, Graduate Education: A Critique and a Program (New York: Harper and Brothers, 1961), pp. 162-163.

²"The Pressure's on for Top Degrees," Business Week, MDCVII (June 18, 1960), 121.

Science in Education, from Drake University, and evaluating their opinions of the usefulness of their specific program completed at Drake, should aid in the maintenance of a first level graduate program whose quality can be attested to from the criterion of usability and academic excellence.

Statement of the problem. The purpose of this study was to obtain an evaluation of the Master of Science in Education Degree programs offered by Drake University. This evaluation was to be obtained from graduates who had received their degrees at commencements from January, 1961, through June, 1965. The evaluative information covered three major areas with respect to each graduate. These areas were: (1) identifying data as to age, sex, marital status, date when degree was conferred, graduate major, training beyond a Drake master's degree, present position held, and size of community in which currently employed; (2) undergraduate major(s) and minor(s), scholastic average, where baccalaureate degree was obtained, and number of years between completion of the baccalaureate degree and starting work toward the M.S.E.; and (3) factors that influenced the decisions to pursue graduate work, reason(s) for selecting Drake for graduate work, time needed to complete work on the master's degree, and graduate grade-point average.

In addition, a series of nine questions was to be asked of each graduate requesting him to express an opinion

about the following items: (1) the level of academic performance demanded by graduate instructors in contrast to that demanded by undergraduate major instructors; (2) the prestige of a Drake master's degree compared with a master's from other institutions; (3) additional course work in lieu of a field report to complete a master's program; (4) the value of Drake master's degree program in view of his own experiences; (5) the maximum advisee to advisor ratio at the graduate level; (6) the minimum of face to face contact needed by a graduate advisee with his advisor; (7) the practicality of counseling on a graduate project by mail; (8) the structure of the Administration Specialist program at Drake; and (9) other aspects of the program not elsewhere covered.

Importance of the study. Answers to be indicated by the graduates on the evaluation would make it possible to evaluate parts of the graduate program at Drake in a variety of ways. Some of these ways are: (1) the program areas given "very worthwhile" ratings by the majority of respondents were to be determined; at the same time, the program areas given "of little worth" ratings by the majority of respondents would become evident; (2) the reasons given by graduates for deciding to obtain a master's degree and for selecting Drake University's graduate program would make it possible to evaluate the main features that attract graduate students to Drake. This type of evaluation by graduates should help to maintain a high quality in the Drake master's degree programs.

Limitations of the study. Almost fifteen per cent of the graduates contacted failed to respond to the questionnaire. Some who did respond indicated by their answers that they did not interpret some questions in quite the way in which the writer had intended.

Procedure. The first phase of this study was a survey of the available literature pertaining to (1) the programs offered by Drake University leading to a Master of Science Degree in Education; (2) programs of a similar nature offered by other universities; and (3) recommendations for course offerings made by national study groups for this type of graduate educational program.

The second phase of the study was the preparation of the questionnaire. The style of the questionnaire was patterned after one used by Professor Willa Norris of Michigan State University in a follow-up study. A copy of Professor Norris's questionnaire was obtained by writing to her at Michigan State University. Selected questions from her questionnaire served as a nucleus for this study. A draft of the questionnaire was approved by the major advisor and copies of this were submitted for further validation to the following recipients of Drake Master's degrees: Avis Tone, and Gerald Hagen, Elementary Principals, Grinnell-Newberg Community Schools, Grinnell, Iowa; and to Everett Hidlebaugh, this investigator's administrative supervisor.

The third phase of this study was to obtain the names of the graduates with a Drake Master of Science in Education Degree from the commencement programs kept in the files of the graduate office starting with the January commencement, 1961, and including the June, 1965 commencement. The most current address for each graduate was obtained from the Drake alumni office. A questionnaire was mailed on February 4, 1966, to each of the 331 graduates who had received their master's degree from Drake during the time interval mentioned above. The sample contained 194 male and 137 female graduates. By March 21, 1966, 280 of these questionnaires, or 84.6 per cent, had been returned. The responses were checked against the number sent out for each year. Graduates in 1961 returned sixty-nine of seventy-three questionnaires, or 94.6 per cent. In 1962, sixty of seventy-eight questionnaires, or 76.9 per cent, were returned. The return for 1963 was sixty-four out of eighty or 80.0 per cent. The graduates of 1964 responded with sixty-three of seventy-two questionnaires, or 87.5 per cent, responded. Out of twenty-eight graduates in January and June, 1965, twenty-four or 85.7 per cent responded.

In line with the aforementioned limitations of this type of follow-up study, the return of four out of five questionnaires on the total and at least the same ratio of return from male and female graduates alike was deemed adequate by the investigator. One of the five classes sampled failed to reach the four out of five response level

but was within tolerable limits for this study at 76.9 per cent.

II. REVIEW OF LITERATURE

The variety of master's degree programs cited in the introduction to this report stressed the vast differences in quality and requirements found for a given degree. In this part of the report, attention will be given to establishing definitions and history of the master's degree. Following this a more specific definition of the Drake Master of Science in Education Degree will be presented.

In themselves degrees have little or no inherent significance, but as convenient symbols of academic achievement they are utilized increasingly not only by the scholastic world but also by government and industry. These degrees vary so much in recognition and acceptance, however, that a discussion of their development, scope, and current character should be of distinct value to the increasing number of individuals and agencies that have occasion to seek them or to evaluate their significance.¹

From Eells' discussion the following definitions of "degree" were obtained.

The Oxford English Dictionary defines a degree as "a stage of proficiency in an art, craft, or course of study; especially an academical rank or distinction conferred by a university or college as a mark of proficiency in scholarship; also (honorary degree) as a recognition of distinction, or a tribute of honor."²

¹Walter C. Eells, Degrees in Higher Education (Washington, D.C.: The Center for Applied Research in Education Inc., 1963), p. V.

²Ibid., p. 1.

Webster's New International Dictionary defines a degree as a grade or rank to which scholars are admitted by a college or university in recognition of their attainments; as the degree of bachelor, master, doctor, etc.¹

Eells quoted from Wooton's treatise on degrees published in 1883 the following:

....A degree may be held to be any title, so styled, conferred by any legally recognized authority, and intended to distinguish it as a mark of attainment on the part of the recipient superior to those required for a diploma.²

From these definitions Eells noted the following facts:

1. A degree is not distinguished from a title but is simply a special kind of title.
2. It is, however, distinguished from a diploma: a diploma may be, and frequently is given as written evidence of the award of a degree.
3. Degrees may be of two general types - earned and honorary.
4. Degrees may properly be conferred only by some legally recognized body.³

Eells further stated that, with reference to item four above, in the United States the privately controlled institutions of higher education derive their authority to grant degrees from their formal charters: The wording of most college and university charters is very general, often giving the institution the right to confer "the usual college degrees".⁴

¹ Ibid., p. 2.

³ Ibid.

² Ibid.

⁴ Ibid., p. 8.

Ellis traced the historical development of the master's degree as follows:

In the middle ages, the master's degree was virtually synonymous with the doctor's degree, both signifying competence to teach. In England the doctor's degree was abandoned while the master's degree was retained as the highest earned degree in the arts faculties. Thus it came about that the master's degree was provided for in the first statutes of Harvard while the doctor's degree was virtually unknown in America, except as an honorary degree, for more than two centuries.

The master's degree has passed through various stages during the three centuries that it has been in use in the United States. By 1899 there had been at least six different classes of Master's degrees in use at Harvard: (1) honoris causea (honorary); (2) ad eundum (degree granted by a school to an applicant who received the same degree in an equivalent school); (3) in cursu (earned through residence and study at an institution or in a profession); (4) with a professional degree; (5) with the degree of Ph.D.; and (6) promeritis (earned).¹

By the early nineteenth century the master's degree had ceased to have much scholarly significance. The Master's degree in cursu came to be referred to humorously by students as the master's degree "of course". Its requirements in practice were summarized in student language as "keeping out of jail for three years and paying the five dollars fee."²

Characteristic of the stated principles which various leading institutions of higher education, that felt the need for rehabilitating the discredited master's degree program,

¹Ibid., p. 72.

²Ibid., p. 75.

formulated is that quoted by Eells from the University of Michigan's catalogue for 1853.

The degree of Master of Arts would not be conferred in course upon graduates of three years standing, but only upon such graduates as had pursued professional or general scientific studies during that period. The candidates for the degree must also pass an examination and read a thesis before the faculty at the time of taking the degree.¹

The modern type of earned master's degree, involving significant work on the graduate level, came into general acceptance in the latter part of the nineteenth century and is characteristic, with some variations among different institutions and at different periods, of the twentieth century master's degree.²

From Eells article on the history of the master's degree, data about the number of master's degrees awarded were obtained.

The number of Pro Meritis or earned master's degrees awarded from 1870 to 1960 is reported as approximately 1,300,000; 34 per cent of which were awarded to women. For the period 1951 to 1960 the average number has been almost 64,000 per year. During the same period the number of baccalaureate and other first level degrees has averaged almost 340,000 per year. Thus, the number of master's degrees conferred annually is almost one-fifth (19 per cent) of the number of baccalaureate degrees. This indicates a very high proportion of students completing at least one year of graduate work. In 1900 the corresponding figure was less than six per cent.³

The number of master's degrees earned by women each year steadily increased from 300 in 1900 to 23,560 in 1960; however, in proportion to the total of the master's degrees

¹Ibid., p. 76.

²Ibid., pp. 77-78.

³Ibid., pp. 78-79.

earned in recent years a marked decrease was noted from a high of almost forty per cent in 1930 and 1940 to less than thirty-two per cent in 1960.¹

Various problems regarding the true function and possible modifications in the requirements for the master's degree and the best uses of it have been under discussion at times during the twentieth century. Some of these problems are:

1. Should the master's degree be regarded as a terminal degree, significant in itself? If so, for what purposes or positions? Chiefly for secondary - school teachers, or for college teachers?
2. Should it be concerned with subject matter or should it include pedagogical methodology?
3. Should it be thought of merely as a stepping stone on the way to the doctorate?
4. Should the period of study for it be increased to two years?
5. Should a thesis or dissertation be required?

These and related questions have been the subject of debate for almost a century, and no general agreement has been reached on most of them.²

The Drake Master of Science in Education degree is distinguished by the following characteristics: (1) it is an earned degree, conferred by Drake University; (2) it is a rank to which scholars are admitted in recognition of the fact that they have completed thirty hours of graduate level course work in an area of education beyond the baccalaureate degree. These thirty hours were in a special skill(s) area

¹Ibid., p. 79.

²Ibid., p. 80.

of education and included the writing of a thesis or field study for which three hours credit were granted in the total.

As Eells stated earlier, the merits and demerits of master's degree programs requiring a thesis or field study, as compared with ones requiring additional course work in lieu of the thesis, have been debated for almost a century with no general agreement reached as to the superiority of one over the other. Some authorities have "given up" on the master's degree as being too varied in popular usage to be revived as an index of scholarly achievement, while others feel it can be rehabilitated if proper requirements are reinstated. An example of the latter view was voiced by the Association of Graduate Schools. This group of educators supported the need for rehabilitation of the master's degree and offered some minimum requirements for the rehabilitated degree in a proposed resolution as follows:

The Association of Graduate Schools shall begin immediately to "rehabilitate" the present master's degree so that it will be generally accepted as a fully recognized degree for college teachers; it is understood that the new master's would involve approximately two years work beyond the bachelor's, would represent education in breadth at the graduate level, would require a general examination (written and oral), would include an essay, and would encompass training and experience in college teaching.¹

¹Association of Graduate Schools, Journal of Proceedings and Addresses (60th Annual Conference of the Association of American Universities, October 27-28, 1959), p. 40.

Some who accept the former view of a masters too varied to revive, propose a new level doctorate degree midway between the commonly conceived masters and the Doctor of Philosophy degree. In support of the view that the masters cannot be revitalized, the following factors are usually cited:

1. The rise of the professional Master's such as the Master of Social Work;
2. The widespread practice for school teachers to secure a Master's degree in order to obtain a salary increment;
3. The practice of many graduate departments of instruction to consider the degree as a consolation prize; and
4. The growing professionalism of the degree in such subjects as geology, pharmacy, and business administration.¹

Arguments for or against the masters still must be viewed in terms of the program offered by a specific university, and each university must accept responsibility for the quality of its own programs.

The following criteria for selection of candidates for work in a masters program were proposed initially by Schilson for selection of prospective principals:²

1. Mature judgment
2. Ability to work well with others
3. Evidence of leadership ability
4. Above average intellectual ability
5. Ability to communicate effectively

¹Ibid., p. 38.

²Donald L. Schilson, "The Elementary Principal - Selection and Training," American School Board Journal, CL (April, 1965), 66.

6. Sound health, or the physical stamina and ability to stand up under varied pressures and demands
7. Dependability
8. Ability to express a philosophy of education that will provide a framework in which the principles of American Democracy shall be perpetuated in the school experience of every child
9. Academic qualifications for teacher certification
10. Compassion for and understanding of children in their various stages of growth and development
11. The ability to conceive and foster creativity in working with children and with adult colleagues

In Schilson's article a program containing five major areas of preparation was outlined for graduate education leading to certification in the elementary principalship. The fifth major area was entitled "Internship in Administration," and was described as follows:

Under the supervision of a competent Principal, the intern should perform all the duties of the principal. He should be evaluated frequently by his university advisor and by the supervising principal. The internship should be the culminating experience of his prescribed training program. Only if he is successful in this experience should he receive his certificate of approval to assume the duties of a principal.¹

Schilson emphasized the last point by stating that those in a position to determine certification requirements "should not give approval to those who are only 'technically qualified' because they have taken a textbook program."²

¹Ibid., p. 66.

²Ibid., pp. 66-67.

The following statements seem to apply most directly to the Drake Master of Science in Education program:

1. Frequent periodic re-evaluation of the minimum requirements for the degree is necessary to validate the adequacy of fulfillment of purpose both in regard to the university's services to the students and the students' need for these services.
2. The quality of a master's degree program rests more upon the careful selection of high caliber graduate-level students and provision of high caliber faculty members, who will demand mutually high standards of educational endeavors from each other, than upon the requirement or nonrequirement of a thesis per se.
3. The insertion of the counseling practicum into the required section of Drake's Guidance and Counseling major area is in agreement with Schilson's fifth major area, proposed as a necessary part of preparation for administrative duties, the "Internship in Administration."¹ Dugan also supported this type of in-training program for counselors in his list of three major areas of weakness in counselor preparation programs as of September, 1960. These three

¹Ibid., p. 66.

areas listed by Dugan were: (1) foundations in psychology; (2) effective selection procedures; and (3) counseling practicum under professional supervision.¹

4. Consideration should be given to whether the candidate for the master's degree is seeking it as a terminal degree or as a stepping stone to a doctorate.

5. Recipients of a degree from a specific institution are in the best position to express opinions as to the worth of the program they experienced and serve as guides for updating the quality of content to be required.

CHAPTER II

PRESENTATION OF DATA

The data for this research were gathered by means of a questionnaire. The questionnaire was sent to all graduates from Drake University who received a Master of Science in Education Degree at commencement exercises between and including the January, 1961, to June, 1965, dates. A total of 331 persons (194 males and 137 females) constituted this group.

A total of 280 of a possible 331 graduates responded to the questionnaire. This was an 84.6 per cent return. For the sake of comparison, the responses have been converted to percentages in the form of tables for each of the questionnaire response areas. These tables are presented in order as the question appeared in the questionnaire.

The ratio of males to females in the total sample as compared to the ratio of males to females in the response group was as follows:

	<u>Total Sample</u>	<u>Per cent of Sample</u>	<u>Total Responses</u>	<u>Per cent of Responses</u>
Males	194	58.6	170	60.3
Females	<u>137</u>	<u>41.4</u>	<u>110</u>	<u>39.7</u>
Total	331	100.0	280	100.0

Males composed approximately three out of five of the survey group and approximately three out of five of the response group.

The data on ages reported by the respondents, the ratio of males to females in each age range, and the per cent of the total respondents in each age range are presented in Table I. Over half (57.5 per cent) of the respondents were

TABLE I

AGES OF 1961-1965 GRADUATES, DRAKE UNIVERSITY MASTER OF SCIENCE IN EDUCATION PROGRAM, INDICATED BY 280 QUESTIONNAIRE RESPONDENTS

Age Indicated*	Male	Per cent	Female	Per cent	Total	Per cent of all Respondents
Under 25	0	0.0	0	0.0	0	0.0
25 - 30	33	82.5	7	17.5	40	14.3
31 - 35	58	82.9	12	17.1	70	25.0
36 - 40	41	80.4	10	19.6	51	18.2
41 - 45	18	46.2	21	53.8	39	13.9
46 - 50	9	34.6	17	65.4	26	9.3
Over 50	9	18.0	41	82.0	50	17.9
No age reported	2	50.0	2	50.0	4	1.4
Totals	170	60.3	110	39.7	280	100.0

*The ages were indicated by the respondents sometime between February 4, 1966 (the date questionnaires were mailed) and March 21, 1966 (the date following which any questionnaires returned were not included in the tabulations).

forty years of age or younger, and in this category the male to female ratio was more than four to one. Almost one-fifth (18 per cent) of the respondents were over fifty years of age

with more than four females for each male in this category.

The data with regard to marital status are as follows:

	<u>Number of Responses</u>	<u>Per cent of Respondents</u>
Married	229	81.8
Single	28	10.0
Divorced	7	2.5
Widowed	11	3.9
No response	<u>5</u>	<u>1.8</u>
Total	280	100.0

The data with regard to the year in which subjects received their master's degree were compared with the ages of the respondents. The total male and female respondents for each year were compared with the total male and female graduates for each year in the survey group. The following data will refer to respondents:

In 1961, 58.3 per cent of the male graduates were under 36; in contrast, 60.8 per cent of the female graduates were over 40.

In 1962, 76.5 per cent of the male graduates were under 36; in contrast, 57.7 per cent of the female graduates were over 40.

In 1963, 78.9 per cent of the male graduates were under 36; in contrast, 50.0 per cent of the female graduates were over 40.

In 1964, 83.7 per cent of the male graduates were under 36; in contrast 38.4 per cent of the female graduates were over 40.

In 1965, 90.0 per cent of the male graduates were under 36; in contrast, 50.0 per cent of the female graduates were over 40.

In summary, the average age of all male graduates has been progressively lower from 1961 to 1965. The average age of all female graduates has been progressively lower from 1961 to 1964. Only four females were represented in the 1965 survey percentage that reversed the progression.

The data from which the above information was obtained are presented in Table II.

The data with regard to graduate major areas are presented in Table III. More than three-tenths of all respondents indicated they majored in Guidance and Counseling; a major in Elementary Administration was listed by one-fourth of all respondents; each of the remaining three major areas were marked by more than one-tenth of all respondents; fewer than one-twenty-fifth of all respondents "wrote in" a major other than one of the five specified.

TABLE II

SEX AND AGE OF GRADUATES, DRAKE UNIVERSITY MASTER OF SCIENCE
IN EDUCATION PROGRAM, FOR EACH YEAR 1961-1965

	1961	1962	1963	1964	1965	Totals	
						Male	Female
<u>Age 25-30</u>							
Male	2	4	11	9	7	33	
Female	0	1	2	3	1		7
<u>Age 31-35</u>							
Male	11	16	10	15	6	58	
Female	1	4	2	4	1		12
<u>Age 36-40</u>							
Male	15	6	9	7	4	41	
Female	5	1	2	2	0		10
<u>Age 41-45</u>							
Male	5	6	3	3	1	18	
Female	4	5	7	5	0		21
<u>Age 46-50</u>							
Male	4	0	2	2	1	9	
Female	5	3	5	2	2		17
<u>Age 50 and over</u>							
Male	3	2	3	1	0	9	
Female	12	12	8	9	0		41
<u>No age given</u>							
Male	1	0	0	0	1	2	
Female	1	0	0	1	0		2
<u>Totals</u>							
Male	41	34	38	37	20	170	
Female	28	26	26	26	4		110
Percentage of Total Males*100.0	77.3	79.2	92.5	95.2	87.6		
Percentage of Total Females**	87.5	76.5	81.3	81.3	57.1		80.3

*Compares total male respondents to total males in survey.

**Compares total female respondents to total females in survey.

TABLE III

GRADUATE MAJOR AREAS OF 1961-1965 GRADUATES, DRAKE
UNIVERSITY MASTER OF SCIENCE IN EDUCATION PROGRAM,
INDICATED BY 280 QUESTIONNAIRE RESPONDENTS

Graduate Major Area	Total Respondents	Per cent of Respondents
Elementary Administration	70	25.0
Secondary Administration	45	16.1
Guidance and Counseling	86	30.7
Elementary Curriculum and Instruction	38	13.6
Secondary Teaching	30	10.7
Other	11	3.9
Total	280	100.0

The data with regard to whether subjects received a Specialist in Education degree from Drake are presented in Table IV. About one-twentieth of all respondents claimed they had received or plan to receive the Specialist in Education degree.

TABLE IV

RESPONSES OF 1961-1965 GRADUATES, DRAKE UNIVERSITY
MASTER OF SCIENCE IN EDUCATION PROGRAM, TO
"HAVE YOU RECEIVED A SPECIALIST IN
EDUCATION DEGREE FROM DRAKE?"

Responses	Total Responses	Per cent of Responses
Yes	11	3.9
No	260	92.9
Will	3	1.1
Starting	1	0.4
No answer	5	1.8
Total	280	100.0

The eleven Specialist in Education Degrees reported by the respondents were conferred at commencements as follows:

<u>Commencement</u>	<u>Number of Degrees Claimed</u>
June, 1964	2
August, 1964	2
January, 1965	1
June 1965	1
August 1965	4
January 1966	<u>1</u>
Total	11

The question, "What position do you presently hold?" received seventy-three written responses in the "other" category. These written responses were checked against the proposed responses and included as proposed responses when appropriate. The data with regard to the subjects' present positions of employment are presented in Table V. More than four-tenths of all respondents are employed in a teaching area. Three-tenths more of the respondents indicated they are employed in an administrative or supervisory area. Fewer than one-sixth of the respondents claimed to be employed in counseling positions.

The data on graduate major areas found in Table III were compared with the data on present positions of employment as presented in Table V; this comparison is presented in Table VI. Approximately half of the respondents who reported a major in Administration or in Guidance and Counseling reported a position held in either of these two

TABLE V

POSITIONS OF EMPLOYMENT OF 1961-1965 GRADUATES, DRAKE
UNIVERSITY MASTER OF SCIENCE IN EDUCATION PROGRAM,
INDICATED BY 280 QUESTIONNAIRE RESPONDENTS

Position of Employment	Total Responses	Per cent of Responses	Per cent by General Area
Teacher (Elementary)	62	22.1	43.8 per cent Teaching
Teacher (Secondary)	55	19.6	
Teacher (T.V., Special Education, Adult Education)	6	2.1	
Counselor	26	9.3	14.7 per cent Counseling
Counselor (Girls, Vocational and Rehabilitation)	7	2.5	
Teacher Counselor	8	2.9	
Superintendent	7	2.5	24.6 per cent Administration
Principal (Elementary)	27	9.6	
Principal (Secondary)	22	7.9	
Assistant Principal	13	4.6	5.4 per cent Supervisory
Supervisor (Curriculum, Guidance, and Student Teachers)	12	4.3	
Supervisor (Building and Instrumental Music)	3	1.1	
Training Specialist or Consultant Private Industry	7	2.5	11.8 per cent Other
Instructor or Professor in College	5	1.8	
Coordinator (Science, Adult Education, Audio Visual)	3	1.1	
Coach	3	1.1	0.4
Housewife	3	1.1	
Student	3	1.1	
Director of Admissions	2	0.7	0.4
Air Force Officer	1	0.4	
Dean of Women	1	0.4	
English Department Head	1	0.4	0.4
Junior High	1	0.4	
Psychology Technician	1	0.4	
U.S. V.A.	1	0.4	0.4
Insurance	1	0.4	
Minister	1	0.4	

The Data Reporting TABLE VI Graduate major and minor areas

clai: COMPARISON OF PERCENTAGES 1961-1965 GRADUATES, DRAKE
UNIVERSITY MASTER OF SCIENCE IN EDUCATION PROGRAM,
NOW EMPLOYED IN AN AREA SIMILAR TO
THEIR GRADUATE MAJOR AREA

General Area	Majored in Area Per cent of Respondents	Employed in Area Per cent of Respondents
Administration	41.1	24.6
Counseling	30.7	14.7
Supervisory	3.9	5.4
Teaching	24.3	43.8
Other	0.0	11.8
Total	100.0	100.0

areas. By contrast, about twice as many respondents were employed in teaching positions as those majoring in a teaching area at the graduate level.

The data with regard to the size of the community where subjects taught were as follows:

<u>Size of Community</u>	<u>Total Responses</u>	<u>Per cent Responses</u>
0-500	5	1.8
501-1,000	17	6.1
1,001-5,000	52	18.6
5,001-10,000	38	13.6
10,001-25,000	32	11.4
25,001-50,000	25	8.9
50,001-100,000	3	1.1
100,001-and over	77	27.5
No answer	31	11.0
Total	280	100.0

Probably because of Drake's location, Des Moines and its suburbs were well represented in the above totals.

The data regarding undergraduate major and minor areas claimed by respondents were totaled, and due to some double majors, the 280 graduates reported 290 majors though only 225 minors were reported. The majors were ranked in order of most frequently to least frequently claimed and appear in that order in Table VII; the minors are listed along with the majors. The top four areas account for two-thirds (63.8 per cent) of all majors and one-half (51.5 per cent) of all minors.

TABLE VII

UNDERGRADUATE MAJORS AND MINORS OF 1961-1965 GRADUATES,
DRAKE UNIVERSITY MASTER OF SCIENCE IN EDUCATION
PROGRAM, INDICATED BY 280 QUESTIONNAIRE
RESPONDENTS

Area	Majors	Per cent	Minors	Per cent
Social Science	65	22.4	49	21.8
Elementary Education	48	16.6	1	0.4
Physical Education	42	14.5	18	8.0
English	30	10.3	48	21.3
Business	25	8.6	6	2.7
Biological or Physical Science	17	5.9	29	12.9
History	13	4.5	16	7.1
Fine Arts (Art, Music, Drama)	11	3.8	6	2.7
Mathematics	10	3.4	19	8.4
Home Economics	6	2.1	2	0.9
Psychology	5	1.7	6	2.7
Sociology	5	1.7	3	1.3
Agriculture	4	1.4	2	0.9
Economics	4	1.4	4	1.8
Chemistry	3	1.0	5	2.2
Foreign Language	2	0.7	8	3.6
Physics	0	0.0	3	1.3

The data with regard to undergraduate grade averages and the corresponding data on graduate grade averages are presented in tabular form for comparison purposes.

The distribution of undergraduate grade averages is as follows:

Age	<u>C</u>	Response Per cent	<u>B</u>	Response Per cent	<u>A</u>	Response Per cent
25-30	15	37.5	23	57.5	2	5.0
31-35	24	34.3	45	64.3	1	1.4
36-40	17	33.3	33	64.7	1	2.0
41-45	8	20.5	30	76.9	1	2.6
46-50	5	19.2	20	76.9	1	3.9
50+ and no age	<u>8</u>	<u>14.8</u>	<u>39</u>	<u>76.0</u>	<u>5</u>	<u>9.2</u>
Totals	77	27.5	190	67.9	11	3.9

Graduate grade averages are distributed as follows:

Age	<u>B</u>	Response Per cent	<u>A & B</u>	Response Per Cent	<u>A</u>	Response Per cent
25-30	10	25.0	15	37.5	15	37.5
31-35	16	22.9	44	62.9	10	14.3
36-40	17	33.3	23	45.1	11	21.6
41-45	10	25.6	12	30.8	17	43.6
46-50	5	19.2	13	50.0	8	30.8
50+ and no age	<u>8</u>	<u>14.8</u>	<u>33</u>	<u>64.8</u>	<u>11</u>	<u>20.4</u>
Totals	66	23.6	140	50.7	72	25.7

*NOTE: Two respondents did not report either grade average so total equals 278 in each of the tabular presentations.

A positive comparison was noted between the undergraduate C and graduate B grades reported by the respondents. One might logically expect that a person used to getting

average grades in college level competition would extend himself a little more in a graduate level interest area and get B (average at Drake) grades. A positive comparison was also evident between the undergraduate B grade average and half A, half B graduate grade average. There is a relatively high incidence of graduate level A's (25.7) when compared to the undergraduate level of incidence for A's (3.9 per cent).

The data with regard to where the respondents had received their baccalaureate degree were as follows:

<u>Institution</u>	<u>Total Responses</u>	<u>Per cent of Responses</u>
Drake University	112	40.0
Another College or University in Iowa	110	39.3
A College or University outside the state of Iowa	52	18.6
No answer	6	2.1
Total	280	100.0

The data with regard to the number of years that elapsed between the attainment of the B.A. and the beginning of the first course toward the M.S. in education are as follows:

<u>Years</u>	<u>Total Responses</u>	<u>Per cent of Responses</u>
Less than one	71	25.4
1 - 3	79	28.2
4 - 6	51	18.2
7 - 9	34	12.1
10 or more	43	15.4
No answer	2	0.7
Total	280	100.0

The data with regard to the factors that influenced subjects' decision to pursue graduate work were tabulated and appear in the order of the most frequently indicated to the least frequently:

	<u>Total Responses</u>	<u>Per cent of 280</u>
Needed to update my educational knowledge	149	53.2
Needed to obtain higher salary	129	46.1
Needed to obtain a new position (or keep it)	124	44.3
Other	88	31.4
Courses in the program sounded interesting	54	19.3
Recommended by a friend	27	9.6
Needed to begin work on a Ph.D.	23	8.2

The graduates were asked to indicate with a star the main influencing factor for graduate work, and 172 (61.4 per cent) of the 280 respondents starred a main factor. The data in order of most frequently indicated to least frequently indicated were as follows with ratings compared with those in the preceding table:

<u>Rank of factor Above</u>	<u>Here</u>	<u>Main Factor</u>	<u>Total Responses</u>	<u>Per cent of 172</u>
2	1	Needed to obtain higher salary	52	30.2
3	2	Needed to obtain new position	39	22.7
1	3	Needed to update my educational knowledge	32	18.6
4	4	Other	32	18.6
7	5	Needed to begin work on a Ph.D.	8	4.7
5	6	Courses in the program sounded interesting	6	3.5
6	7	Recommended by a friend	3	1.7

Rank of Higher salaries, new positions, and updating educational
 Above Here knowledge rank as the top three choices in both the above
 listings with other factors appearing in fourth place in both
 listings. The rest of the proposed factors drop rather rapidly
 on the chosen scale of values.

The data with regard to why subjects selected Drake
 University for their graduate work are as follows:

Choice	Total Responses	Per cent of 280
Geographic location of main campus with respect to home	239	85.4
Availability of evening and Saturday courses	166	59.3
Availability and variety of summer session courses	136	48.6
Felt the Drake program was just Saturday what I wanted	46	16.4
Extension courses were offered in my area of the state	41	14.6
Reputation of the staff	29	10.4
Other were offered financial support	24	8.6
Desire to work with a particular staff member	22	7.9
Recommended by a friend or between employer	21	7.5
Offer of financial support	9	3.2
Size of staff (numberwise)	6	2.1

Here also 178 (63.6 per cent) of the respondents starred a main factor. The data on the main factor selected are as follows:

<u>Rank of factor Above</u>	<u>Main factor Here</u>	<u>Total Responses</u>	<u>Per cent of 178</u>
1	1 Geographic location of main campus	98	55.1
2	2 Availability of evening and Saturday courses	35	19.7
4	3 Felt the Drake program was just what I wanted	13	7.3
3	4 Availability and variety of summer session courses	12	6.7
6	5 Reputation of the staff	6	3.4
7	6 Other	6	3.4
9	7 Recommended by a friend or employer	3	1.7
5	8 Extension courses were offered in my area of the state	2	1.1
8	9 Desire to work with a particular staff member	2	1.1
10	10 Offer of financial support	1	0.6
11	11 Size of staff (numberwise)	0	0.0

Geographic location, and availability of evening and Saturday courses, rank definitely one - two as the main factors for selecting Drake. Numberwise, the least important two factors were offer of financial support and size of staff.

The data with regard to the number of years elapsing between subjects' starting their first graduate course(s) and completing the work on their master's degree are as follows:

<u>Years Elapsing</u>	<u>Total Responses</u>	<u>Per cent Responses</u>
Less than one	2	0.7
1 - 2	46	16.4
3 - 5	181	64.6
Over 5	48	17.2
No answer	3	1.1
Total	280	100.0

The data with regard to the question, "Did most of your graduate instructors demand a higher level of academic performance than your undergraduate major instructors?" are as follows:

<u>Response</u>	<u>Total Responses</u>	<u>Per cent of Responses</u>
Yes	199	71.1
No	76	27.1
Same	5	1.8
Total	280	100.0

Almost three-fourths of the respondents felt their graduate instructors demanded a higher performance academically than their undergraduate major instructors. Over one-fourth of the respondents indicated the opposite feeling.

The data with regard to the question, "Do you think your master's degree from Drake University has as much prestige as one you might have obtained from another institution?", were as follows:

<u>Response</u>	<u>Total Responses</u>	<u>Per cent of Responses</u>
Yes	229	81.8
No	43	15.4
Question	8	2.9
Total	280	100.0

Over four-fifths of all respondents thought that Drake's Master's Degree had as much prestige as most other

master's degrees. Eight respondents marked the question "?" and hence replies are categorized in this manner.

The data with regard to the question, "Would you prefer additional course work in a master's degree program in lieu of a field report?", were as follows:

Response	Responses		Per cents	
	Male	Female	Male	Female
Yes	96	61	56.5	55.5
No	72	45	42.4	40.9
?	2	4	1.1	3.6
Total	170	110	100.0	100.0

Over half the respondents, both male and female, reported they would prefer additional course work in lieu of the field report. The data on this particular question were further analyzed by age of the respondents with the results presented in Table VIII. More than three-fifths of all respondents over thirty-five years old and under fifty favor more course work in lieu of a field report or thesis. All respondents under thirty-five years old and over fifty showed no majority preference.

Responses in Guidance and Counseling, Secondary Curriculum and Instruction, and General Education areas were three to two in favor of extra

TABLE VIII
DISTRIBUTION OF YES AND NO RESPONSES BY AGE 1961-1965

GRADUATES, DRAKE UNIVERSITY MASTER OF SCIENCE
IN EDUCATION PROGRAM, AS TO PREFERENCE FOR
COURSE WORK IN LIEU OF A FIELD REPORT

Age	Response	Male	Female	Total	Per cent
25-30	Yes	16	4	20	50.0
	?	1	0	1	2.5
	No	16	3	19	47.5
31-35	Yes	28	6	34	48.6
	?	1	1	2	2.8
	No	29	5	34	48.6
36-40	Yes	25	7	32	62.7
	?	0	0	0	0.0
	No	16	3	19	37.3
41-45	Yes	11	13	24	61.6
	?	0	0	0	0.0
	No	7	8	15	38.4
46-50	Yes	9	10	19	73.1
	?	0	2	2	7.7
	No	0	5	5	19.2
Over 50	Yes	6	19	25	50.0
	?	0	1	1	2.0
	No	3	21	24	48.0
No Age Given	Yes	1	2	3	75.0
	?	0	0	0	0.0
	No	1	0	1	25.0

Finally the questionnaires were grouped by graduate major areas and the resulting distribution of "yes" and "no" responses is presented in Table IX.

Respondents in Guidance and Counseling, Elementary Curriculum and Instruction, and General Supervision and Administration areas were three to two in favor of extra

course work. The major areas of Elementary Administration, Secondary Administration, and Secondary Teaching were more evenly divided on the issue. Elementary Administration was the only area to have more than fifty per cent opposed to more course work in lieu of the field report.

TABLE IX

DISTRIBUTION OF YES AND NO RESPONSES BY GRADUATE MAJOR AREAS OF 1961-1965 GRADUATES, DRAKE UNIVERSITY MASTER OF SCIENCE IN EDUCATION PROGRAM, AS TO PREFERENCE FOR COURSE WORK IN LIEU OF A FIELD REPORT

Major Area	Response	Male	Female	Total	Per cent
Elementary Administration					
	Yes	17	15	32	45.7
	?	0	2	2	2.9
	No	18	18	36	51.4
Secondary Administration					
	Yes	24	1	25	55.6
	?	1	0	1	2.2
	No	19	0	19	42.2
Guidance and Counseling					
	Yes	36	18	54	62.8
	?	0	0	0	0.0
	No	23	9	32	37.2
Elementary Curriculum and Instruction					
	Yes	3	21	24	63.2
	?	0	0	0	0.0
	No	0	14	14	36.8
Secondary Teaching					
	Yes	9	6	15	50.0
	?	1	2	3	10.0
	No	9	3	12	40.0
General Supervision Administration					
	Yes	7	0	7	63.6
	?	0	0	0	0.0
	No	3	1	4	36.4

The data with regard to the ratings the respondents gave different parts of their graduate program areas are

presented in Table X and Table XI. Two hundred forty-nine respondents circled a number one choice to indicate the area they thought was the most important part of their master's program. The data with regard to this are presented in Table X. "Required courses," and "personal contact with professors" ranked one-two on this basis.

TABLE X

RANK ASSIGNED GRADUATE PROGRAM AREAS BY 1961-1965 GRADUATES,
DRAKE UNIVERSITY MASTER OF SCIENCE IN EDUCATION PROGRAM,
INDICATED BY 249 QUESTIONNAIRE RESPONDENTS

Program Areas	Total Number one Choices	Corresponding Ratings		
		Very Worth- while	Worth- while	Of some Worth
Required courses	71	40	31	0
Personal contact with Professors	55	52	3	0
Contact with fellow graduate students	34	21	12	1
Elected courses	31	20	11	0
Graduate project	31	27	4	0
Training in use of library research and reporting techniques	12	10	2	0
Participation in group discussions and committee assignments	7	7	0	0
Comprehensive examinations	6	4	2	0
Opportunities to attend seminars	1	1	0	0
High caliber of students working toward a masters	1	1	0	0

Most subjects checked one of the four value responses provided for rating each of the ten areas in the graduate program at Drake. The checked responses in the total overall ratings of the different features of their graduate program areas were assigned point values so as to be able to rank them in order of highest number of points acquired to the lowest. The point values assigned were four points for each "very worthwhile" response, three points for each "worthwhile" response, two points for each "of some worth" response, and one point for each "little or no worth" response. The data with regard to this are presented in Table XI. "Personal contact with professors," and "contact with fellow graduate students" ranked one-two on this basis.

TABLE XI

RATING ASSIGNED GRADUATE PROGRAM AREAS BY 1961-1965
GRADUATES, DRAKE UNIVERSITY MASTER OF SCIENCE
IN EDUCATION PROGRAM, INDICATED BY 280
QUESTIONNAIRE RESPONDENTS

Program Area	Ratings				Total Checked Responses	Total Points
	Very Worth- while	Worth- while	Of Some worth	Little or no worth		
Personal contact with professors	128	102	39	7	276	903
Contact with fellow graduate students	118	114	37	1	280	899

TABLE XI (continued)

Program Area	Ratings				Total Checked Responses	Total Points
	Very Worth- while	Worth- while	Of Some worth	Little or no worth		
Elected courses	98	146	32	14	280	898
Required courses	76	166	32	1	275	867
Training in use of library research and reporting techniques	74	123	53	21	271	792
Graduate project	77	89	90	24	280	779
High caliber of students working toward a masters	42	142	66	17	267	743
Participation in group discussions and committees	56	113	80	17	266	740
Comprehensive examinations	44	87	91	51	273	670
Opportunities to attend seminars	45	89	81	40	255	649

The data with regard to the number of graduate students an advisor can be expected to work with at one time were as follows:

The data with regard to opinions as to whether a graduate project can be conducted satisfactorily chiefly by

<u>Number of Students</u>	<u>Total Responses</u>	<u>Per cent of Responses</u>
1 - 5	45	28.8
5 - 10	71	45.5
10 - 15	19	12.2
15 - 20	12	7.7
20 - 30	7	4.5
30 and above	2	1.3
Total	156	100.0

Nearly three-fourths of the respondents indicated that an advisee to advisor ratio of ten to one or smaller should be expected.

The data with regard to the number of hours a graduate student needs to spend in face to face contact with his advisor were as follows:

<u>Number of Hours</u>	<u>Total Responses</u>	<u>Per cent of Responses</u>
1 - 5	30	18.0
5 - 10	50	30.0
10 - 15	26	15.6
15 - 20	14	8.4
20 - 30	24	14.4
30 - 100	19	11.4
100 and above	4	2.2
Total	167	100.0

Three out of five responses on this suggested that less than fifteen hours of face to face contact with the advisor should be enough. Only one in seven felt more than thirty hours is needed.

The data with regard to opinions as to whether a graduate project can be conducted satisfactorily chiefly by

mail are as follows:

<u>Response</u>	<u>Total Responses</u>	<u>Per cent of Responses</u>
Yes	72	25.7
No	196	70.0
No answer	<u>12</u>	<u>4.3</u>
Total	280	100.0

The data with regard to the question, "Do you feel the Administration Specialist program at Drake is too highly structured: i.e., does not allow enough opportunity to select courses on the basis of personal need?", are as follows:

<u>Response - those who have not taken program</u>	<u>Total Responses</u>	<u>Per cent of Responses</u>
Yes	60	22.3
No	70	26.0
Do not know	<u>139</u>	<u>51.7</u>
Total	269	100.0

When only the responses of those who have taken the program were considered the data are as follows:

<u>Response</u>	<u>Total Responses</u>	<u>Per cent of Responses</u>
Yes	8	72.7
No	<u>3</u>	<u>27.3</u>
Total	11	100.0

Approximately one-fourth of the respondents who had not as yet become involved with the Administration Specialist program at Drake answered yes indicating they felt the program was too structured; another one-fourth answered no indicating they felt the program was not too structured; the other half answered that they did not understand enough about the program to answer yes or no. When only those who have completed or soon will complete the program are considered, the data shows a three to one proportion favoring the yes answer. The size of this group is still quite small for making any valid assumptions.

The summary of the data written in by eighty-eight respondents in the "other" category on question fourteen as to reasons for deciding to begin work on a master's degree was as follows:

Response

Total Responses

Felt M.S. needed in increasing competency to teach	13
Interested in guidance	13
Better opportunity to obtain wanted position or advance in field	10
Challenge, curiosity, love of learning	8
Wanted to be an administrator	6
Started taking needed hours to renew certificate and went on	6
Husband, family, professor or superintendent recommended	6
Pride or status symbol	5
Desire for self improvement and to update knowledge	5

Response (continued)Total
Responses

Just wanted to initiate master's program	4
M.S. degree had been personal goal for years and took least time at Drake	4
National Science Foundation Institutes	2
Establish security of position	2
Desired permanent professional certification	2
Do not really know	1
Bugged with being a band director - felt guidance was a way out	1
Needed something to do	1
Wanted to teach in junior college	1
Useful in my supervision of student teachers from Drake	1
Received scholarship for graduate study	1

NOTE: Total adds up to more than 88 because some gave more than one response in the "other" category.

The summary of the data provided in the "other" category of question fifteen, "why subjects selected Drake" is as follows:

ResponseTotal
Responses

Familiar with staff, felt they were excellent, felt school was excellent, liked campus atmosphere	6
Had completed undergraduate work at Drake and wanted to complete graduate level work there	3
Could get degree in quickest time, two summer sessions	3
Location, spouse teaching in Des Moines, could substitute teach while getting degree	3
Financial, G.I. Bill, and tuition credits for having student teacher	3
No idea	1
First sent by Central College to earn credits needed to complete two-year certificate. Liked so well wanted to go more	1

<u>Response</u> (continued)	<u>Total Responses</u>
Wanted to obtain M.A. from school different from B.A.	1
Wanted Guidance and Counseling	1
Drake Professors encouraged me to do so	1
Opportunity to take graduate courses in senior year	1

The data with regard to why respondents answered as they did on the question, "Would you prefer additional course work in a master's degree program in lieu of a field report?", were initially divided into two categories: (1) the reasons given by those who answered yes they would prefer additional course work in lieu of the field report; and (2) the reasons given by those who answered no they would not prefer additional course work in lieu of the field report. Each of these categories was then divided again into male and female groups, and finally each of the four resulting divisions was arranged according to the year of graduation from their master's program. The number of reasons given in each of these divisions are presented in Table XII. One hundred thirty-one or 83.4 per cent of those who answered yes, they would prefer additional course work in lieu of a field report gave a reason in the "Why" area. When all respondents are considered, a total of 210 (75.0 per cent) gave a reason for their yes or no answer. It became evident that no noticeable distinction could be made between responses of particular graduating years or between replies by males and females. It is even difficult

1. Field report can be... TABLE XII...
 1961-1965 GRADUATES, DRAKE UNIVERSITY MASTER OF SCIENCE
 IN EDUCATION PROGRAM, WHO GAVE A REASON FOR RESPONSE
 TO "WOULD YOU PREFER ADDITIONAL COURSE WORK
 IN LIEU OF A FIELD REPORT?"

Division	Reasons by Year of Graduation					Total Reasons
	1961	1962	1963	1964	1965	
Male - Yes	17	18	17	18	8	78
Female - Yes	14	6	16	15	2	53
Total - Yes	31	24	33	33	10	131
Male - No	11	9	6	11	7	44
Female - No	7	13	7	5	1	33
Total - No	18	21	13	16	8	77
Female - Neither Yes nor No	1			1		2

to make clear distinction between reasons given by yes respondents or no respondents. The distinction becomes clear only in the responses of those who had either a very good experience in writing and completing their field report or a very bad experience.

The data which follows are a listing of some typical reasons given by yes respondents to question twenty and following this a listing of some typical reasons given by no respondents.

Reasons given for yes response and number who made a similar response either male or female. No particular sequence or emphasis is intended. The number is only for reference use.

1. Field report can be too time consuming for a person working full time. It was an excellent English work out that could have been as adequately fulfilled in an extra course or two in the area of English. (15)
2. I do not believe a field report is of any real value. (17)
3. I feel the value of the field report was only to learn research techniques. The result of my study was inconclusive. (13)
4. For the most part, the thesis is not particularly important to the university for its material content. They put far more stress on form and mechanics, thereby making the research aspect subservient to the mechanics. (10)
5. I would receive more benefit from extra course work because it increases your knowledge in a wider area. (21)
6. I am not sure about this. This extra class work in subject matter areas would have been of value. The field report also has merit. (15)
7. Too much unrelated education in field report. Advisors could better use their time. Also, students who do not plan to continue work toward a Ph.D. could select more courses in teaching area or an area of interest. (21)
8. For myself, maybe no, but I have known several people who completed the masters program but could not get approval for a field report topic. (5)
9. Field report proved quite expensive, and I simply cannot write. (2)
10. Easier, but now that I have completed mine, I think it is a good experience to see if you really want your degree. (4)
11. After writing long research papers for good courses why is it necessary to write a long field report or thesis? More courses, shorter papers would be my preference. (1)

12. I definitely feel three to six hours of practicum are far superior to the field report. The type of extended research demanded of the field report, if it is so necessary, could easily be obtained in other course work. (1)
13. A field report at Drake can not successfully be carried out without being in residence. (4)
14. Topics one is particularly interested in and would prove most beneficial to the field report writer are so often not allowed. This was true in my situation. I felt one's own interests and creativity were completely ignored. (1)

Reasons given for no response:

1. The field report demands more practical application of skills needed. (11)
2. The discipline of a field report is needed. (11)
3. A field report is a very good learning experience. I would not have been able to complete my dissertation without this experience. (6)
4. I gained more from the field report and educational research than from any courses (graduate or undergraduate). (15)
5. Time involved is less than for additional course work. (1)
6. Need thesis to progress to higher degrees. (8)
7. A student should have his choice of the program he wants to follow. Drake should have both programs, but should not give up the field report for students that want it. (8)
8. Feel that the writing of a field report is an academic experience beneficial to the candidate and adds prestige to the degree. (12).
9. I did my field report on my area; I have used it extensively. (3)
10. This is a unique task and it can be done with an individual touch if you can get the right advisor. (2)

11. Because of age, I want now to take courses which I do for pleasure and because I could not get them before. I have taken French and Spanish since 1962. (1)

The data with regard to suggested number of advisees a graduate advisor should have, and the number of hours an advisee needs to spend in face to face contact with his advisor, were presented earlier in this report. In addition to the slightly more than three-fifths of the respondents who proposed a concrete answer for either or both of these questions, most of the remaining respondents replied in a manner that is best characterized by the "it depends" type of answer. These answers have been listed and analyzed and are presented in a summary form as follows:

<u>Response to question of advisee to advisor ratio</u>	<u>Number Similar</u>
1. Depends on number of classes advisor has	47
2. Not qualified to say	30
3. Depends on the advisor	28
4. Varies with the quality of the individual students	16
5. Have no idea	12
6. No specific number but feel present load is too great	5
7. Depends on the nature of the field report	5
8. Many variables affect this	4
9. Some advisors cannot work with any students effectively	2
10. Not very many	2
11. Do not think report has any value so useless to answer this question	1
12. Better ask them (the advisors)	1
13. Varies whether regular or summer session	1

<u>Response to question on Hours of Face to Face Contact Needed</u>	<u>Number Similar</u>
1. Depends on student's qualifications	38
2. Depends on the project	21
3. Depends on the advisor - classes, personality	14
4. Would vary as many as necessary	11
5. Have no idea and no way of knowing	10
6. Many	7
7. Not many	2
8. Depends on many factors	1
9. Very little until time for field report	1
10. An hour for each chapter in field report	1
11. Regular intervals	1
12. Most time early in project	1

The data with regard to the last part of the questionnaire that asked for open comments (critical or otherwise) pertinent to their graduate program at Drake were obtained from 144 of the respondents or 51.4 per cent of 280. Thirty-six of 69 or 52.1 per cent of the 1961 graduates responded; twenty-six of 60 or 43.3 per cent of the 1962 graduates responded; thirty-six of 64 or 56.3 per cent of the 1963 graduates responded; thirty-three of 63 or 52.4 per cent of the 1964 graduates responded; and thirteen of the 24 or 54.2 per cent of the 1965 graduates responded.

The following examples are given as representative of the spirit of the majority of the comments:

The master's program needed additional courses in psychology. The instructors had too large a course load. Additional courses in testing would be valuable.

What personal contact I received with a professor was very good and beneficial; however, there was not nearly enough. Some students because of a "different"

personality or shyness were given little attention. If a person is admitted to Grad. (sic.) school, this alone should assure him personal attention regardless of personality. The course work was generally interesting and profitable to me. Some courses were taught by persons who could have had more quality in their teaching in regards to requirements, attitudes, and consistency. By and large it was a good program. I have recommended Drake to several persons.

A team of advisors should be assigned to each graduate student. I had the experience of working with one advisor when I started and completed the master's degree with another. A turnover of faculty caused this. Problems could develop if one advisor is assigned. My experience was pleasant.

Drake provides the license to work which is the important factor.

I have attended several colleges other than Drake. I feel that Drake University has a more personal touch than any of the other schools attended, etc.

It is not so much the education as it is the USE of the education. This includes desire and opportunity.

Some professors are very poor instructors. Some professors are very good instructors. Some courses were inappropriate.

The professors are too impersonal, most instructors had a greatly exaggerated opinion of themselves. Most of the instruction was mediocre.

Too much "book learning" with not enough tie in to every day living.

In the brief period of my affiliation with Drake there is little question that the genuine concern for the individual student's development has improved. The effectiveness of the finished product is one basic evaluation criteria. I'd recommend a supervised intern experience replace the field report. This would also allow conversion of the 202 course (thesis preparation) to an "end" course, rather than a "means" experience.

I would have liked more seminar type classes - such as I had when doing my early graduate work at Iowa State University. In these classes we worked, but not for grades.

As a whole - excellent!

Drake University has been very good to me. I worked hard to make good grades and to be successful, but I have nothing but praise for the College of Education, and my professors. I had a goal, and through my work and the guidance of my professors I attained my goal.

I would like very much to see Drake offer more basic subject matter courses, more realistic teaching courses rather than methods with ideal situations.

My graduate program at Drake has proved to be of immeasurable benefit to me, both at the time and since.

Need a specialist course in other than administration. Not all of us are interested or talented in that field.

The work seemed very easy at Drake in comparison to work done at other colleges. Whether this was due to experience or maturity I should not state - but comment has been made by many graduates that it's nothing to get an M.A. at Drake - though they hold it (the degree) in high esteem when applying for a position or seeking salary increases. I'd suggest more practical courses for older teachers plus more research findings discussed for inexperienced. Enjoyed Dr. Tiedeman's classes - also Dr. Weakly's.

Most faculty members are highly competent, although a few leave something to be desired. I would say, however, that I was adequately prepared for my position.

I feel many of the courses were valuable, some were dry and worthless. Probably the worth of a course in the education area depends on the instructor although some courses seemed almost repetition of others. I don't know if graduate course had a higher level difficulty but I worked much harder and achieved more than undergraduate. I do know of some fairly intelligent people who when having trouble getting approval for a topic in a field report, tended to let it slide until they lost credit because of time limitations and therefore never received their degree.

I feel the greatest factors in my graduate study were: (1) My instructors and the one on one relationship that could be established with them in class, (2) the informal attitudes of my instructors in meetings, seminars--and the easy going chiding to get me to work.

Many of the instructors have little to offer. If you take one course under some of them, you have had all they have. Any further courses under them is simply "more of the same."

I feel I was in graduate classes that included students that were not graduate material. Should be more selective. I did have a few repetitious education courses -- poor instruction was the basis of this feeling.

I wish all the professors would live up to their promises -- in other words be truthful. I also wish all would come prepared to teach the class and not talk "off the cuff."

I feel that courses in psychology, mental health, and guidance have helped me understand why disadvantaged students do not do well in English.

I had hoped that Drake might offer a specialist degree in some thing other than administration as in the teaching of reading as do some other institutions of higher learning (Ball State and Indiana University).

Comments on Graduate Program: (1) The courses were well taught in the main and provided a challenge. (2) My advisors (Mrs. Knudsen, Fine Arts, and Dr. Mullens) were most available and helpful. (3) there was a minimum of "red tape" and I encountered no major pitfalls. (4) The comprehensives were well planned and worthwhile. (5) The graduate project should remain a part of the program, I feel. It serves as a sifting medium to determine those who are willing to do some sweating and those who avoid Drake's program because of this challenge. (6) I did feel there were some people not of graduate calibre in the school. I understand that measures are being taken (e.g. Miller Analogies test, also the 'C' grade) to delete these students from the program.

The whole graduate program is too structured, but Drake is doing its best to meet needs in the shortest amount of time, this calls for structure. I would like to see a program allowing teachers to get out of general education courses and go "across the street" to academic courses--the fine arts in particular.

Too many required courses. At least of overlapping in education courses. Not only at Drake, but at most. At the time I felt the training in my special field, guidance, was inadequate (there needed to be a practicum), but time has taken care of this feeling of inadequacy. Experience (plus the required courses) has given me competence on the job.

(1) Costs too much (I suppose all do) (2) Field study seemed more like a harrassment than a learning experience (3) Should have more counseling of graduate students at onset of program to determine if their choice is correct and they realize their limitations and capabilities (4) too much emphasis on grade averages; concerned with grades and not needed knowledge (5) Some courses had little or no application to the actual job (6) Informal discussions with professors and other students of great value. Would be nice if there were more provisions for it (7) Some of Drake's professors top notch (8) Library readings in periodicals added about as much knowledge as lectures for me. Could emphasize more (9) Apprentice program would be helpful.

It was impossible to receive adequate help from advisor during school year. Did receive help from special persons (Mr. Duncan) in summer.

Too damn expensive. All in all pretty good program.

I enjoyed Drake and I have recommended the University to others.

Offer more graduate courses off campus.

In retrospect I feel my graduate program at Drake was a very satisfying experience. Of course, there were times during the process of getting the degree when I wondered if it was worth the effort. The thing which bothered me most was having advisors from two departments and their lack of co-operation with each other in helping me with my thesis. This conflict, either one of interest or personality, caused me many extra trips to Des Moines and a lot of unnecessary frustration. If Drake is going to offer an educational and discipline area degree they should have some co-operation between the departments. Perhaps this problem has been remedied by now. Overall, I feel my degree has thoroughly prepared me for quality teaching on the college level and now I am finding that my background is very adequate in competing with other doctoral candidates from all over the country.

I feel that there is a great deal of overlapping in education courses, not only at Drake, but at most universities. One can balance that, however, if he chooses electives right for his needs and interests. I feel that I did. I believe at present Drake has an outstanding group of professors in the college of education.

We definitely need more programs beyond the master's degree such as a specialist degree, for people not wishing a superintendent's certificate. I would like to see a specialist degree program for elementary administrators such as is offered at Cedar Falls and other specialists degree programs for guidance, curriculum, etc., should also be added. Once we finish a master's degree program at Drake there is nothing left to invite us to return.

I felt Mr. Duncan gave me more help with my field study than my advisor did - perhaps because that was Mr. Duncan's only function for the summer period. Perhaps one or two advisors who devoted their time solely to advising graduate students (during the summer) would prove more beneficial than expecting teachers with other responsibilities to devote more time to advising. I felt the field study, while interesting, took more time than it was actually worth. As previously stated, I believe I personally would have gained more from additional courses - especially if these courses could have been electives. The training from Ed. 202 (research) would have been sufficient for most purposes. I feel this to be true even though I plan to begin work on Ph.D. this summer.

This is quite difficult for me to evaluate but I'll attempt to summarize my views. I found the course work ranging from worthless to very worthwhile. This was more dependent on the instructor and his effort and standards. I found that a B could be obtained in most courses while lying flat on your back. The competition, particularly in evening and Saturday classes, is not tough at all. I had the privilege of attending an NDEA summer institute at Ball State in 1961 and found it to be more worthwhile in terms of course content, prof. ability and competition. A great deal of progress toward the goal of professional preparation could be gained by making the graduate project an option. I trust you will not follow those of us who have become mercenaries and left the profession. Quite possibly you can assist those who are pushing merit

pay and the abolition of salary schedules and raise the income of the profession to a professional level.

The Dean and Advisors should be in harmony with choices made in action research techniques. I had a lengthy comparison between two classrooms tabulated before told by the Dean that it could not be used, except in strictly controlled laboratory type classes.

Library facilities (except for periodicals) were very poor. Most education courses were of very little value. Science department had good instructors and in general was an excellent department.

I felt I got exactly what I wanted in every respect!

Continue to up grade the staff of the education department and bring about an Ed.D. or Ph.D. program in addition to the Ed. Spec. work.

I needed more courses in my major teaching area and less in repetitive education courses.

I least enjoyed the part-time summer instructors brought in from other Universities. These instructors did the poorest teaching. I think Drake's graduate school would have more prestige if entrance and graduation requirements were higher.

The master's program at Drake is a good program from what I can find out and one of the best in Iowa. I do feel that too much pressure is put on students concerning field projects. Too many times after they are finished they collect a lot of dust at the library. Drake should offer both a field project program and more class hours program, they lose a lot of students because of this. Many of my faculty do not attend Drake for this reason.

I feel the graduate project is the most important part of getting a master's degree but it would be much easier for a student to take extra course work. After it is all over with I'm glad I had to do a graduate project.

I do feel the most frustrating part of getting a M.A. at Drake was trying to meet with the advisor to have material or ideas discussed for the field report. This is usually combined with a dead-line date--and some-one going on a "trip" right when you need them most. I do not feel the field report with its frustrations should be left to be completed the last few hours of the M.A. program. I felt at many times that getting a Master's

at Drake was not so much a time for intellectual improvement and growth as it was a test of endurance and stamina.

I spent many hundreds of dollars at Drake with starts and stops before completing my degree. The greatest problem I found was in getting started; in 1951 when I first took a graduate course in thesis preparation we did nothing really about the details of our own future field report. We studied of the various methods and ideas but never really got a start. I would recommend a class where the graduate student actually starts. A student has a real need at graduate level to have a friend (professor) (counselor) who really will work with him. After being out of school for a while--between undergraduate and graduate, these contacts are often lost.

I feel that the advisors have entirely too large a graduate student load. Many times I drove 50 miles to Drake for a conference. My advisor would not be in and when he did arrive he had not had time to look at my manuscript. When my field report was completed I felt that it was not something I had created but rather something which my advisor wanted me to say in a particular way. I was required to spend an extra summer session in expanding the report and was not overjoyed to find that the entire expansion was considered "unnecessary" when the field report was being readied to send to the typist. I have "simmered down" considerably since August 1964.

I believe Drake should adopt another graduate program in which a degree would be offered for additional hours in lieu of a field report.

scholarship award where bachelors degree was obtained.

graduate degree would be offered for additional hours in lieu of a field report.

graduate degree would be offered for additional hours in lieu of a field report.

graduate degree would be offered for additional hours in lieu of a field report.

graduate degree would be offered for additional hours in lieu of a field report.

graduate degree would be offered for additional hours in lieu of a field report.

graduate degree would be offered for additional hours in lieu of a field report.

graduate degree would be offered for additional hours in lieu of a field report.

graduate degree would be offered for additional hours in lieu of a field report.

graduate degree would be offered for additional hours in lieu of a field report.

depended by graduate instructors; (2) the prestige of a

Drake master's degree compared to a master's from another

institution; (3) additional course work in view of a field

SUMMARY AND CONCLUSIONS

needed to complete a master's program; (4) the value of Drake

master's degree program. I. SUMMARY

(The following advice is given to graduates at the time of

The problem undertaken in this study was to obtain an
evaluation of the Master of Science in Education Degree
programs offered by Drake University. This evaluation was

obtained from graduates who had received their degrees at

of the Administration Specialist program at Drake, and the

commencements from January, 1961 through June, 1965. The

evaluative information covered three major areas with respect

to each graduate. These areas were: (1) identifying data as

to age, sex, marital status, date when degree was conferred,

graduate major, training beyond a Drake master's degree,

present position held, and size of community in which

currently employed; (2) undergraduate major(s) and minor(s),

scholastic average, where baccalaureate degree was obtained,

and number of years between completion of the baccalaureate

degree and starting work toward the M.S.E.; and (3) factors

that influenced the decisions to pursue graduate work,

reason(s) for selecting Drake for graduate work, time needed

to complete work on the master's degree, and graduate grade-

point average.

In addition, a series of nine questions was asked of

each graduate requesting him to express an opinion about the

following items: (1) the level of academic performance

demanding by graduate instructors; (2) the prestige of a Drake master's degree compared with a master's from other institutions; (3) additional course work in lieu of a field report to complete a master's program; (4) the value of Drake master's degree program in view of his own experiences; (5) the maximum advisee to advisor ratio at the graduate level; (6) the minimum of face to face contact needed by a graduate advisee with his advisor; (7) the practicality of counseling on a graduate project by mail; (8) the structure of the Administration Specialist program at Drake; and (9) other aspects of the program not elsewhere covered.

The first phase of this study was a survey of the available literature pertaining to (1) the programs offered by Drake University leading to a Master of Science Degree in Education; (2) programs of a similar nature offered by other universities; and (3) recommendations for course offerings made by national study groups for this type of graduate educational program. 34.6 per cent. had been returned. The

The second phase of the study was the preparation of the questionnaire. The style of the questionnaire was patterned after one used by Professor Willa Norris of Michigan State University in a follow-up study. A copy of Professor Norris' questionnaire was obtained by writing to her at Michigan State University. Selected questions from her questionnaire served as a nucleus for this study. A

draft of the questionnaire was approved by the major advisor and copies of this were submitted for further validation to the following recipients of Drake Master's Degrees: Avis Tone, and Gerald Hagen, Elementary Principals, Grinnell-Newburg Community Schools, Grinnell, Iowa; and to Everett Hidlebaugh, this investigator's administrative supervisor.

The third phase of this study was to obtain the names of the graduates with a Drake Master of Science in Education Degree from the commencement programs kept in the files of the graduate office starting with the January commencement, 1961, and including the June, 1965, commencement. The most current address for each graduate was obtained from the Drake alumni office. A questionnaire was mailed on February 4, 1966, to each of the 331 graduates who had received their master's degree from Drake during the time interval mentioned above. The sample contained 194 male and 137 female graduates. By March 21, 1966, 280 of these questionnaires, or 84.6 per cent, had been returned. The responses were checked against the number sent out for each year. Graduates in 1961 returned sixty-nine of seventy-three questionnaires, or 94.6 per cent. In 1962, sixty of seventy-eight questionnaires, or 76.9 per cent, were returned. The return for 1963 was sixty-four out of eighty or 80.0 per cent. The graduates of 1964 responded with sixty-three of seventy-two questionnaires, or 87.5 per cent. Out of twenty-eight

listed by one-fourth of all responses, the majority

graduates in January and June, 1965, twenty-four or 85.7 per cent responded.

In line with the aforementioned limitations of this type of follow-up study, the return of four out of five questionnaires on the total and at least the same ratio of return from male and female graduates alike was deemed adequate by the investigator. One of the five classes sampled failed to reach the four out of five response level but was within tolerable limits for this study at 76.9 per cent.

II. CONCLUSIONS

Three-fifths of all respondents in the survey group are male. Males constitute four-fifths of all respondents forty years old and younger. The majority of graduate respondents forty-one years and older were women. The average age of all male subjects has been progressively lower from 1961 to 1965; the same trend was true for all female subjects up through 1964. There were only four female respondents in 1965.

Four-fifths of all respondents were married; while three-fourths of the total taught or were employed in communities of 5,001 population or more. More than three-tenths of all respondents indicated they majored in Guidance and Counseling; a major in Elementary Administration was listed by one-fourth of all respondents; the majors of

Secondary Administration, Elementary Curriculum and Instruction, and Secondary Teaching each accounted for more than a tenth of all graduate majors indicated. About one-twentieth of all respondents claimed they had received or plan to receive the Specialist in Education Degree.

Approximately half of the respondents who reported a major in Administration or in Guidance and Counseling reported they were employed in either of these two areas. By contrast about twice as many respondents were employed in teaching positions as reported a major in a teaching area at the graduate level. Social science, elementary education, physical education, and English account for two-thirds (63.8 per cent) of all majors and one-half (51.5 per cent) of all minors reported by respondents at the undergraduate level of their education. A positive comparison was noted between the percentage of undergraduate C and graduate B grades reported by the respondents; a positive comparison was also evident between the undergraduate B grade average and graduate half A half B grade average; but, a relatively higher incidence of graduate level A's (25.7 per cent) than were reported at the undergraduate level of incidence for A's (3.9 per cent) was noted. Two-fifths of all respondents reported their Bachelor of Arts degree was conferred by Drake; another two-fifths received a Bachelor of Arts from another college or university in Iowa. Over one-fourth of

the respondents started working toward their master's degree within one year after completing their undergraduate program. More than one-half started their master's program within three years of the completion of their undergraduate program, and more than three-fifths of subjects reported completing their master's program in three to five years.

Desire to obtain higher salaries, a new position, or to update educational knowledge, rank as the top three factors that influenced subjects' decision to pursue graduate work. Geographic location, and availability of evening and Saturday classes were the main factors listed by respondents for selecting Drake's graduate program, in fact, geographic location was by far the most important factor listed for subjects' selection of Drake.

Almost three-fourths of the respondents felt their graduate instructors demanded a higher performance academically than their undergraduate major instructors. Over one-fourth of the respondents indicated the opposite feeling.

Over four-fifths of all respondents thought that Drake's Masters Degree had as much prestige as most other masters degrees.

Over half the respondents, both male and female, reported they would prefer additional course work in lieu of a field report. More than three-fifths of all respondents can be conducted satisfactorily chiefly by mail.

over thirty-five years old and under fifty favored more course work in lieu of a field report or thesis; respondents under thirty-five years old and over fifty showed no such preference. Respondents in Guidance and Counseling, Elementary Curriculum and Instruction, and General Supervision and Administration areas were three to two in favor of extra course work. The major areas of Elementary Administration, Secondary Administration, and Secondary Teaching were more evenly divided on the issue. Elementary Administration was the only area to have more than fifty per cent opposed to more course work in lieu of the field report.

The respondents ranked "required courses" and "personal contact with professors" one-two as "the most important part of their master's program"; "personal contact with professors", and "contact with fellow graduate students" were ranked one-two by receiving the highest total of votes in the "Very worthwhile" category.

Nearly three-fourths of the respondents, who expressed a ratio of advisee to advisor, felt this ratio should be kept to ten to one or lower. More than three-fifths of respondents expressing a number of hours needed by an advisee in face to face contact with an advisor indicated a figure of fifteen hours or less. Seventy per cent of all respondents checked the "no" response as to "whether a graduate project can be conducted satisfactorily chiefly by mail."

The Drake University Master of Science in Education program is viewed in a positive way by the majority of those graduates who responded to this survey. The majority of respondents would prefer additional coursework in lieu of a field report. However, very few respondents would agree to a proposal to drop the field report from the program. Few respondents felt the inclusion of an alternate route to a master's degree involving additional course work in lieu of a graduate project would lower the quality of Drake's Master of Science in Education Degree program.

The majority of respondents felt the advisor to advisee ratio is too heavy and something needed to be done to lighten the load on overburdened advisors. Many who preferred additional course work in lieu of a field report complained of the difficulty of meeting with an advisor. Furthermore, most of the negative comments dealt with this area and seemed to be rather strong.

BIBLIOGRAPHY

1. Michael, Oliver G. Graduate Education: A Critique and a Program. New York: Harper and Brothers, 1961.
2. Jan, Willis B. "The Impact of M.D.E.A. Upon Counselor Preparation," Personnel and Guidance Journal, XXIX (September, 1960), 37-40.
3. Mrs. Walter Crosby. Degrees in Higher Education. Washington, D.C.: The Center for Applied Research in Education Inc., 1963.
4. Swett, Katherine. "Guidance Institutes - M.D.E.A.," Personnel and Guidance Journal, XXIX (November, 1960), 207-209.
5. Harmon, Donald and Dwight L. Arnold. "High School Counselors Evaluate Their Formal Preparation," Personnel and Guidance Journal, XXIX (December, 1960), 505-507.
6. The Prospects Of For **BIBLIOGRAPHY** Business Week, XLVII (June 13, 1962), 121.
7. Lee, Lloyd E. The Work of the Counselor. New York: Appleton-Century-Crofts Inc., 1961.
8. Ann, C. Gilbert. The Counselor in a Changing World. Washington D.C.: American Personnel and Guidance Association, 1962.

APPENDIX A

LETTER TO THE 1961-1963 GRADUATES OF THE BRAKE
NINTH-GRADUATE DEGREE PROGRAM IN EDUCATION
PROGRAM EVALUATION STUDY

510 East Street
Chicago, Ill., 60611
February 14, 1964

I am writing to my graduate friends and colleagues
from Lake University and would appreciate your
aid in helping me to obtain the necessary information.

I am interested in the opinions of the
graduates held by recent **APPENDIXES** with a belief of knowledge
in education degree from Brake. Your evaluation of your
own degree program and your opinions on various aspects
of the program may aid future graduate students.

Would you please complete the enclosed questionnaire
and return it in the enclosed stamped envelope.

Very respectfully,
[Signature]

APPENDIX A

LETTER TO THE 331 1961-1965 GRADUATES OF THE DRAKE
UNIVERSITY MASTER OF SCIENCE IN EDUCATION
PROGRAM EXPLAINING THE STUDY

510 East Street
Grinnell, Iowa, 50112
February 4, 1966

Dear

I am working on my graduate project for my Master's degree from Drake University and would appreciate your cooperation in helping me to acquire the necessary information.

I am interested in securing information about the positions held by recent graduates with a Master's of Science in Education degree from Drake. Your evaluation of your master's degree program, and your opinions on various aspects of the program may aid future graduate students.

Would you please complete the enclosed questionnaire and return it in the enclosed stamped envelope.

Your cooperation will be deeply appreciated.

Sincerely,

Tom Baty

This survey applies to all graduates with a master of science degree in education completed between January, 1961 and June, 1965. Your answers will be kept in confidence and do not commit you in any way.

DIRECTIONS: Respond to each item by circling the appropriate number or numbers under each question.

1. Sex

1. Male 2. Female

2. Age

1. Under 25 2. 25-30 3. 31-35 4. 36-40
5. 41-45 6. 46-50 7. Over 50

3. Marital Status

1. Married 2. Single 3. Divorced 4. Widowed
5. Separated

4. Master's Degree Received

1. 1961 2. 1962 3. 1963 4. 1964
5. 1965

5. Graduate Major Area

- | | |
|------------------------------|-------------------------------|
| 1. Elementary Administration | 2. Secondary Administration |
| 3. Guidance and Counseling | |
| 4. Secondary Teaching | 5. Elem. Curriculum and Inst. |
| 6. Other | |

6. Have you received a Specialist in Education Degree from Drake University?

1. Yes 2. No

7. If Yes, When?

1. June '64 2. Aug. '64 3. Jan. '65 4. June '65
5. Aug. '65

8. What position do you presently hold?

1. Elementary Teacher 2. Secondary Teacher
3. Counselor 4. Teacher Counselor
5. Elementary Principal 6. Secondary Principal
7. Curriculum Supervisor 8. Superintendent
9. Asst. Superintendent
10. Other _____

9. Size of Community you teach in

1. 0-500 2. 501-1000
3. 1001-5000 4. 5001-10,000
5. 10,001-25,000 6. 25,001-50,000
7. 50,001-100,000 8. 100,001 and over

II. UNDERGRADUATE EDUCATION

10. What was your undergraduate major? If you had a minor please place an M before it.

1. Agriculture
2. Biological or Physical Science
3. Business
4. Chemistry
5. Economics
6. Elementary Education
7. English
8. Fine Arts (Art, Music, Drama)
9. Foreign Languages
10. History
11. Home Economics
12. Mathematics
13. Physical Education
14. Physics
15. Psychology
16. Social Science
17. Sociology
18. Other (please specify) _____

11. What was your UNDERGRADUATE scholastic average?

1. C 2. B 3. A

12. Bacalaureate degree completed at:
1. Drake University
 2. Another College or University in Iowa
 3. A College or University outside the state of Iowa
13. How many years elapsed between completion of your bachelor's degree and beginning the first course toward your master's degree?
- | | |
|-----------------------|--------------|
| 1. Less than one year | 2. 1-3 years |
| 3. 4-6 years | 4. 7-9 years |
| 5. 10 or more years | |

III. GRADUATE EDUCATION

14. What factors influenced your decision to pursue graduate work? (Circle one or more. Please STAR the choice that was the main factor)
1. Recommended by a friend
 2. Courses in the program sounded interesting
 3. Needed to obtain a new position (or keep it)
 4. Needed to obtain higher salary
 5. Needed to begin work on a Ph. D.
 6. Needed to update my educational knowledge
 7. Other (please indicate) _____
-
15. Why did you select Drake University for your graduate work? (Circle one or more. Please STAR the choice that was the main factor)
1. Recommended by a friend or employer
 2. Geographic location of main campus with respect to home
 3. Extension courses were offered in my area of the state
 4. Size of staff (numberwise)
 5. Reputation of staff
 6. Desire to work with a particular staff member
 7. Offer of financial support
 8. Availability of evening and Saturday courses
 9. Availability and variety of summer session courses
 10. Felt the Drake program was just what I wanted
 11. Other _____
-

16. How many years elapsed between starting your first graduate course(s) and completing work on your master's degree?
1. Less than 1 calendar year
 2. 1-2 years
 3. 3-5 years
 4. Over 5 years
17. How successful were you in your graduate work?
1. MOST or all of my grades were B's
 2. My grades were about evenly divided between A's and B's
 3. MOST or all of my grades were A's
18. Did most of your graduate instructors demand a higher level of academic performance than your undergraduate major instructors?
1. Yes
 2. No
19. Do you think your master's degree from Drake University has as much prestige as one you might have obtained from another institution?
1. Yes
 2. No
20. Would you prefer additional course work in a master's degree program in lieu of a field report?
1. Yes
 2. No
21. WHY?
22. Many graduate students do you think an advisor can work with effectively at the time of preparation of a field report?
23. Why?
1. Yes

21. Rate the following features of your Drake master's degree program by checking the appropriate columns below

very	worth-	of	little
worth-	while	some	or no
while		worth	worth

	1. Required courses
	2. Elected courses
	3. Graduate project
	4. Comprehensive examinations
	5. Personal contact with professors
	6. Contact with fellow graduate students
	7. Training in use of library research and reporting techniques
	8. Opportunities to attend seminars
	9. Participation in group discussions and committee assignments
	10. High caliber of students working toward a masters

Which of the above would you rate as the MOST IMPORTANT part of your master's program. (Please circle your number ONE choice)

22. How many graduate students do you think an advisor can work with effectively at one time in the preparation of a field report?
23. How many hours do you think a graduate student needs to spend in face to face contact with his advisor during the course of his master's degree program?
24. Do you think a field study or graduate project can be conducted satisfactorily without frequent personal conferences with the advisor. i.e., chiefly by mail?

1. Yes 2. No

25. Do you feel the Administration Specialist program at Drake is too highly structured; i.e., does not allow enough opportunity to select courses on the basis of personal need?

1. Yes

2. No

26. Make any other comments you believe pertinent to your graduate program at Drake, either positive or negative, use reverse side of this sheet.